

**Topical Heading**

Teacher and Principal Quality

**Program Title**

# Teacher Incentive Fund

**Also Known as**

Teacher Incentive Program

**CFDA # (or ED #)**

84.374A

**Administering Office**

Office of Elementary and Secondary Education (OESE)

**Who May Apply (by category)**

Local Education Agencies (LEAs), Nonprofit Organizations, State Education Agencies (SEAs)

**Who May Apply (specifically)**

LEAs, including charter schools that are LEAs in their state, SEAs, or partnerships of: (1) an LEA, an SEA, or both, and (2) at least one nonprofit organization may apply.

**Current Competitions**

None. FY 2008 funds support continuations only.

**Type of Assistance (by category)**

Discretionary/Competitive Grants

**Appropriations**

Fiscal Year 2006 \$99,000,000

Fiscal Year 2007 \$200,000

Fiscal Year 2008 \$97,270,470

Note: FY 2006 was the first year of funding.

**Fiscal Year 2008 Awards Information**

*Note: The Department is not bound by any estimates in this notice.*

Number of New Awards: 0

Number of Continuation Awards: 34

**Legislative Citation**

*Elementary and Secondary Education Act of 1965 (ESEA), as amended, Title V, Part D, Subpart 1.*

**Program Regulations**

*EDGAR*

**Program Description**

This program supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools. Goals include:

- Improving student achievement by increasing teacher and principal effectiveness;
- Reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement;
- Increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects; and
- Creating sustainable performance-based compensation systems

**Types of Projects**

Projects develop and implement performance-based teacher and principal compensation systems in high-need schools. Performance-based compensation systems must consider gains in student academic achievement as well as classroom evaluations conducted multiple times during each school year, among other factors, and provide

educators with incentives to take on additional responsibilities and leadership roles.

**Education Level (by category)**

K-12

**Subject Index**

Educational Improvement, Educational Innovation, Innovation, Principals, Teachers

**Contact Information**

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**Links to Related Web Sites**

<http://www.ed.gov/programs/teacherincentive/index.html>

PLEASE NOTE: Legislative Information **cannot** perform research, provide legal advice, or interpret Maine law. For legal assistance, please contact a qualified attorney.

Amend the bill by striking out the title and substituting the following:

**'Resolve, To Encourage Alternative Compensation Models for Teachers and School Administrators'**

Amend the bill by striking out everything after the title and before the summary and inserting the following:

**'Sec. 1 Department of Education; evaluation of alternative compensation models for educators. Resolved:** That the Department of Education shall review alternative compensation models established in other states and governmental or educational entities that allow for performance-based compensation, including bonuses for teachers and school administrators and the bases upon which the alternative compensation is determined; and be it further

**Sec. 2 Department of Education; application for federal funds. Resolved:** That the Department of Education shall review the requirements of the federal Teacher Incentive Fund program and any other federal grant program under which funds may be used for establishing alternative compensation models for educators. The department shall prepare and submit an application for federal grant funds from the federal Teacher Incentive Fund and any other applicable federal program to develop a state-based alternative compensation grant program for school administrative units; and be it further

**Sec. 3 Department of Education; alternative compensation grant program. Resolved:** That the Department of Education shall establish an application process whereby school administrative units may apply to participate in the alternative compensation grant program under section 2, referred to in this section as "the grant program." Interested school administrative units must agree to abide by the requirements of the federal grant programs in order to be considered for the grant program. The department shall develop requirements for use of grant program funds, including reasonable timelines for the development and implementation of alternative compensation models and for school administrative units to report progress. To the extent that federal funding requirements allow, the grant program funds may include funding for the department to administer the grant program, to provide technical assistance to school administrative units and to pay for an independent evaluation of the alternative compensation models that are developed. School administrative units must be encouraged to experiment with any number of alternative compensation models. Any alternative compensation plans developed by a school administrative unit must be approved by the participating local bargaining units consistent with the Maine Revised Statutes, Title 26, chapter 9-A and related rules pertaining to collective bargaining for teachers employed by school administrative units; and be it further

**Sec. 4 Grant program evaluation. Resolved:** That the Department of Education shall submit annual reports to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs by January 15, 2011 and January 15, 2012 describing the progress of the school administrative units participating in the alternative compensation grant program under section 2 and report the results of any independent analysis conducted on the effects of alternative compensation

systems, including but not limited to student outcomes, teacher recruitment and retention. The department shall seek outside funding and technical support for use in the development, implementation and evaluation of any alternative compensation models developed through the alternative compensation grant program.'

### **SUMMARY**

This amendment replaces the bill with a resolve to direct the Department of Education to apply for federal grant funds from the federal Teacher Incentive Fund on behalf of interested school administrative units in the State for the purpose of establishing a state-based alternative compensation grant program.

### **FISCAL NOTE REQUIRED** **(See attached)**



## In This Issue

### What's New?

CECR highlights next TIF competition and recent activities in the field.

### Hot Off the Press

### Grantee Spotlight

This month, CECR profiles the University of Texas System Teacher Incentive Fund Program.

### Contact Us

## What's New?

### New Look for the Center for Educator Compensation Reform (CECR)

You may have noticed that some CECR resources have a new look, and CECR is currently in the process of redesigning its website to include the new branding and improve functionality. Please stay tuned—the new and improved site will go live in winter 2009. You can visit the homepage now at <http://cecr.ed.gov> to get a glimpse of the upcoming changes.

### New TIF Competition

There will be another round of Teacher Incentive Fund (TIF) grants funded by the American Recovery and Reinvestment Act (ARRA).

The U.S. Department of Education plans to publish the draft requirements for public comment in the spring of 2010. After the requirements are finalized, the notice for applications will follow. For more information on ARRA funding streams, see <http://ed.gov/recovery>.

### CECR Staff in the Field

CECR staff are busy out in the field sharing their expertise. In August, Cynthia Prince, Ph.D., of Vanderbilt University gave a presentation on financial sustainability at the National Governors Association (NGA) Center for Best Practices meeting "Policy Academy on Creating New Models of Teacher Compensation." Materials from all presentations at that meeting are available online at <http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnnextoid=ed3f0bec28b23210VgnVCM1000005e00100aRCRD>.

In September, James Guthrie, Ph.D., and Patrick Schuermann, Ed.D., of Vanderbilt University and Sabrina Laine, Ph.D., of Learning Point Associates presented at the "Teacher Quality and Compensation Forum" in Guilford County, North Carolina. Their presentations covered why teacher quality matters, how

performance-based compensation fits into the educator career continuum, and how to design a strategic and effective program. See an announcement about this meeting on the Guilford County Schools website at [http://www.guilford.k12.nc.us/news/news\\_detail.aspx?n\\_id=892](http://www.guilford.k12.nc.us/news/news_detail.aspx?n_id=892).

In October, Dr. Guthrie and Dr. Schuermann presented at the REL Midwest Connecting Research to Practice Event "Educator Compensation: PerformancePay, Pensions, and Promising Practices." Resources from the event are available online at [http://www.learningpt.org/rel/archive/1015-1609\\_educatorComp.php](http://www.learningpt.org/rel/archive/1015-1609_educatorComp.php).

## Hot Off the Press

**Researchers Probe Pay Incentives for Teachers**—*Education Week*. November 9, 2009.

[http://www.edweek.org/ew/articles/2009/11/11/11performance\\_ep.h29.html?tkn=VYNFcjr6zhs6zJiBFiq4zCelqxJDCQ%2F1BXQ](http://www.edweek.org/ew/articles/2009/11/11/11performance_ep.h29.html?tkn=VYNFcjr6zhs6zJiBFiq4zCelqxJDCQ%2F1BXQ)

*The National Center on Performance Incentives recently published a book, Performance Incentives: Their Growing Impact on American K–12 Education. This book details findings from current performance-based pay initiatives across the country. To order copies, visit the publisher's website at <http://www.brookings.edu/press/Books/2008/performanceincentives.aspx>.*

**AFT Announces First Recipients of Innovation Fund**—*Education Week*. October 9, 2009.

<http://www.edweek.org/ew/articles/2009/10/14/07aft.h29.html?tkn=XRBF0FNaapUiB%2FyK9vu%2FFI1jz7tAe2Rumil>

*The American Federation of Teachers (AFT) named the recipients of the first round of grants from its new Innovation Fund. The eight recipients, all AFT affiliates, plan to scale up new models for teacher bargaining, recruitment, evaluation, or compensation—including some that would incorporate student test scores—with their cut of \$1.2 million.*

**New D.C. Teacher Ratings Stress Better Test Scores**—*The Washington Post*. October 1, 2009.

<http://www.washingtonpost.com/wp-dyn/content/article/2009/09/30/AR2009093004729.html?sub=AR>

*A new teacher evaluation system for Washington, D.C., public school teachers will make them among the first in the nation to have their pay tied to standardized test scores. The \$4 million system also includes other evaluation measures, including classroom presence and how carefully they check for student understanding of material covered.*

**NEA Moves to Help Poor Schools With Best Teachers**—*USA Today*. September 30, 2009.

[http://www.usatoday.com/news/education/2009-09-30-nea-teachers-poor\\_N.htm](http://www.usatoday.com/news/education/2009-09-30-nea-teachers-poor_N.htm)

*The United States' largest teachers union is asking local affiliates to draft memoranda of understanding with local school districts that would waive any contract language that historically has kept the best teachers out of high-need schools.*

### **Grantee Spotlight: University of Texas System Teacher Incentive Fund Program**

The University of Texas (UT) System, in partnership with the **Teacher Advancement Program (TAP)** and seven public school districts, has implemented a teacher incentive fund program (UT-TIF). The seven districts that make up UT-TIF are Boys Ranch Independent School District (ISD), Manor ISD, Richardson ISD, Lancaster ISD, Bryan ISD, Frenship ISD, and Lytle ISD. All schools in the participating districts implement, in conjunction with the TAP system, a recruitment bonus to attract teachers and principals to participating schools. TAP provides differentiated compensation to teachers and principals based on two main factors: student academic achievement and teacher or principal performance. Specifically, the TAP system provides career advancement opportunities for teachers as they take on additional responsibilities or duties and as they participate in professional development activities. The four components of TAP are as follows:

- **Multiple career paths** that provide three tiers of teacher leadership—career, mentor, and master teachers. Mentor teachers collaborate with master teachers to construct benchmark lessons, team-teach, and model effective instructional practices. Master teachers oversee professional development activities, facilitate curriculum and assessment planning, team-teach, and provide demonstration lessons as well as conduct teacher evaluations.
- **Ongoing applied professional growth** that restructures the school schedule and provides time during the school day for teachers to meet, learn, plan, mentor, and share with other teachers. Teachers receive professional development based on targeted areas of need that are specific to the teacher and the school.
- **Instructionally focused accountability** determined through a comprehensive teacher and principal evaluation system. TAP developed standards for teaching skills, knowledge, and responsibility as well as student academic growth.
- **Performance-based compensation** based on teacher and principal roles and responsibilities, performance in the classroom, and performance of their students at both the individual classroom and schoolwide levels. Student achievement results are calculated using SAS EVAAS

(Education Value-Added Assessment System) methodology.

More information on the TAP model is available online at <http://www.tapsystem.org/>.

### **What need is the project trying to address?**

The districts chosen to participate in the UT-TIF program face numerous significant challenges: they are high-poverty, high-minority districts that have low student achievement scores and high rates of teacher turnover. At the time of the grant application, an average of 67 percent of students in all seven districts were eligible for free or reduced-price lunch, and more than 60 percent were Hispanic, with a high concentration of students designated as limited English proficient.

Further, the districts had not met academic goals for three years prior to the grant application—20 of the 27 schools selected had ratings of *academically acceptable* or *academically unacceptable*.

Although some schools were rated *academically acceptable*, statewide standards for the rating are set at 40 percent of students passing the Texas Assessment of Knowledge and Skills (TAKS) in mathematics; 35 percent in science; and 60 percent in reading, writing, and social studies. Finally, teacher and principal turnover has been high historically for the partner districts. For example, in Manor ISD, 20 percent of teachers turn over each year—60 percent of teachers at Blake Manor Elementary School alone have fewer than two years of teaching experience.

### **What are the goals of the program?**

The primary goal of UT-TIF is to improve student achievement in high-need schools. Secondary goals include recruiting and retaining effective teachers and principals in high-need schools and hard-to-staff subject areas.

### **How much are the incentives?**

Teachers in hard-to-staff subject areas, determined by each partner district with guidance from the UT system, received a recruitment incentive of \$2,000–\$4,000 during the 2008–09 school year. Teachers are eligible to receive bonuses between \$200 and \$5,000 for meeting TAP goals. Principals and assistant principals are eligible to receive up to \$4,000 in performance incentives under the TAP system.

### **What are the recent highlights of the program?**

The first year of the program, 2007–08, was a planning year. During this time, UT-TIF school district partners participated in site visits to TAP schools, attended the national TAP conference, hired their TAP

leadership team members, and planned for the program's upcoming financial commitments. The UT system also hired and trained program staff to support the TIF campuses throughout the duration of the grant period.

Implementation of UT-TIF began during the second year of the grant, 2008–09. During this time, the partner school districts distributed recruitment incentives to teachers in hard-to-staff subject areas. In addition, the districts began working toward meeting the TAP goals. Of the 27 UT-TIF schools, 89 percent met or exceeded expected growth levels, and 62 percent received a school-level value-added score of 5—the highest provided under SAS EVAAS. Finally, after the second year of UT-TIF, the majority of participating schools moved into the *academically acceptable* or *recognized* categories.

For more information, please visit the following sites:

- CECR TIF Profile: [http://cecr.ed.gov/initiatives/profiles/pdfs/University\\_of\\_Texas.pdf](http://cecr.ed.gov/initiatives/profiles/pdfs/University_of_Texas.pdf)
- CECR National Map Profile: [http://cecr.ed.gov/initiatives/maps/pdfs/CECR\\_TX\\_Austin.pdf](http://cecr.ed.gov/initiatives/maps/pdfs/CECR_TX_Austin.pdf)
- UT system TIF and TAP information: <http://www.utsystem.edu/ipsi/tif.html> and <http://www.utsystem.edu/ipsi/tap.html>
- SAS EVAAS information: <http://www.sas.com/govedu/edu/services/effectiveness.html>

## Contact Us

### Center for Educator Compensation Reform

Allison Henderson, Director

Phone: 888-202-1513 • E-Mail: [cecr@westat.com](mailto:cecr@westat.com)

Website: [cecr.ed.gov](http://cecr.ed.gov)

The Center for Educator Compensation Reform (CECR) was awarded to Westat—in partnership with Learning Point Associates, Synergy Enterprises Inc., Vanderbilt University, and the University of Wisconsin—by the U.S. Department of Education in October 2006.

The primary purpose of CECR is to support the Teacher Incentive Fund (TIF) grantees with their implementation efforts through the provision of ongoing technical assistance and the development and dissemination of timely resources.

CECR also is charged with raising national awareness of alternative and effective strategies for educator compensation through this newsletter, a Web-based clearinghouse, and other outreach activities. We look forward to an exciting partnership with the TIF grantees as we embark together on blazing a new path for education reform.



# Breaking New Ground to Recruit and Retain Effective Educators

Bryan C. Hassel

**PUBLIC IMPACT**

[www.publicimpact.com](http://www.publicimpact.com)

# TIF Background

1,033

Schools  
participating  
in TIF  
programs

214,747

Teachers  
eligible for  
TIF rewards

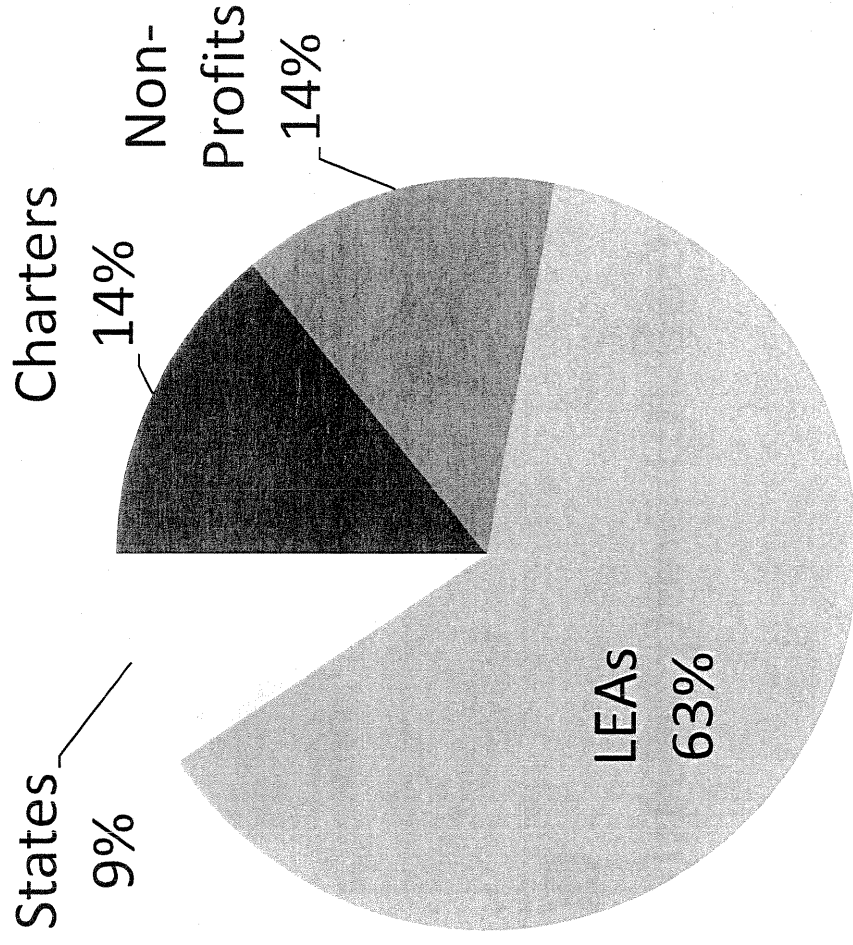
666,192

Students  
impacted by  
TIF programs



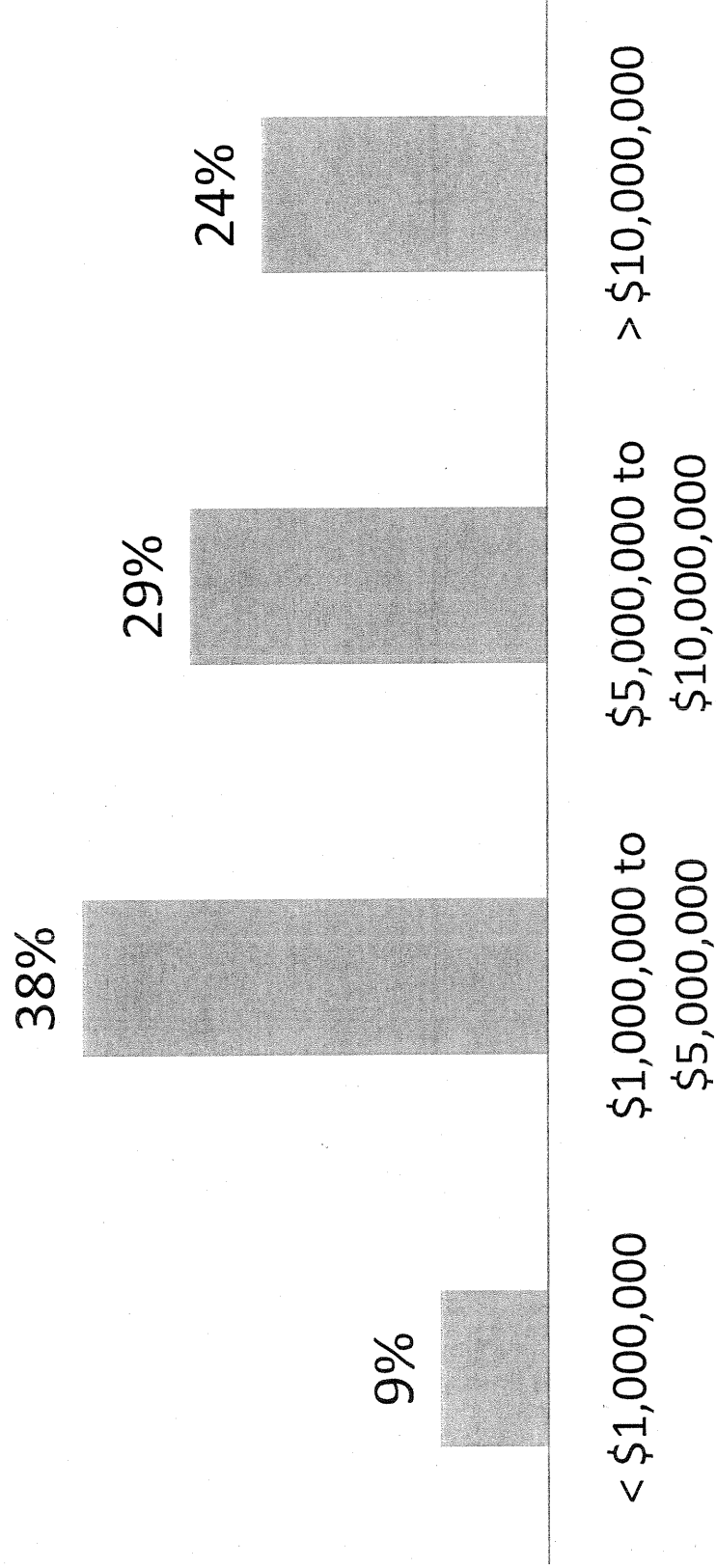
# TIF Background

- Grants for performance-based pay systems for teachers *and* principals
- Pay systems based primarily on student achievement
- Significant new funding in stimulus package and 2010 budget
- 34 grantees in 20 states between 2006 and 2008



# TIF Background

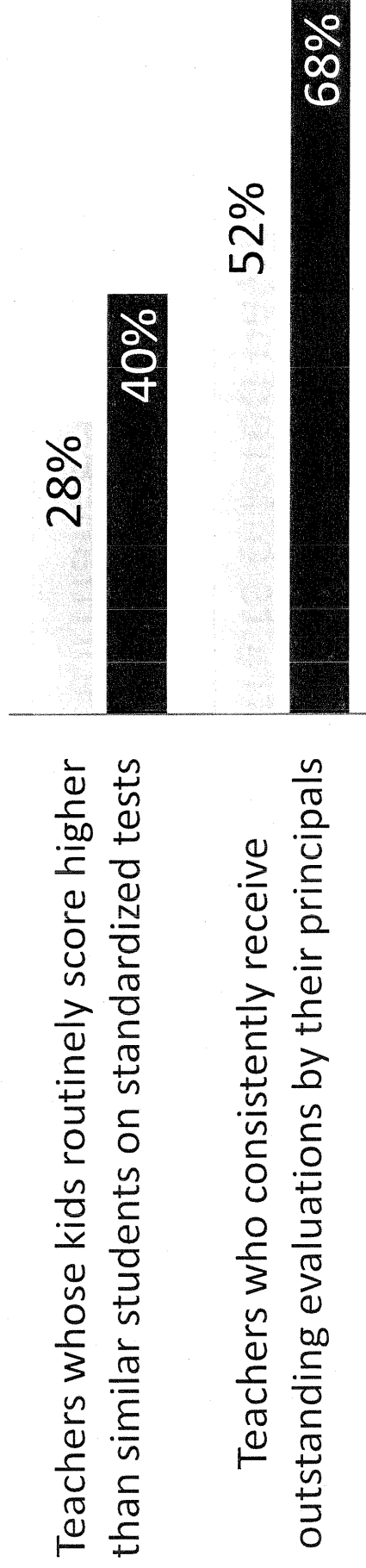
Individual awards to TIF grantees have ranged from \$200,000 - \$5,000,000



# Teacher Perspective

Surveys suggest new teachers view performance pay more favorably than veterans

Percent who “strongly” or “somewhat” favor giving financial incentives to:



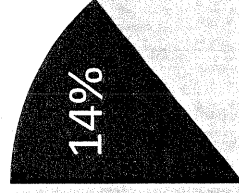
Veterans ■ Newcomers

Source: EdSector and FDR Group (2008) *Waiting to Be Won Over*.

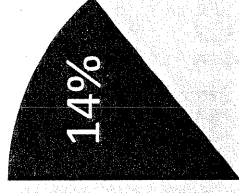
# National Perspective

- In 2003-04, 14 percent of districts offered pay incentives for “excellence in teaching” (SASS 2006)
- In 2008, seven states had performance-based pay programs (EdWeek *Quality Counts*)

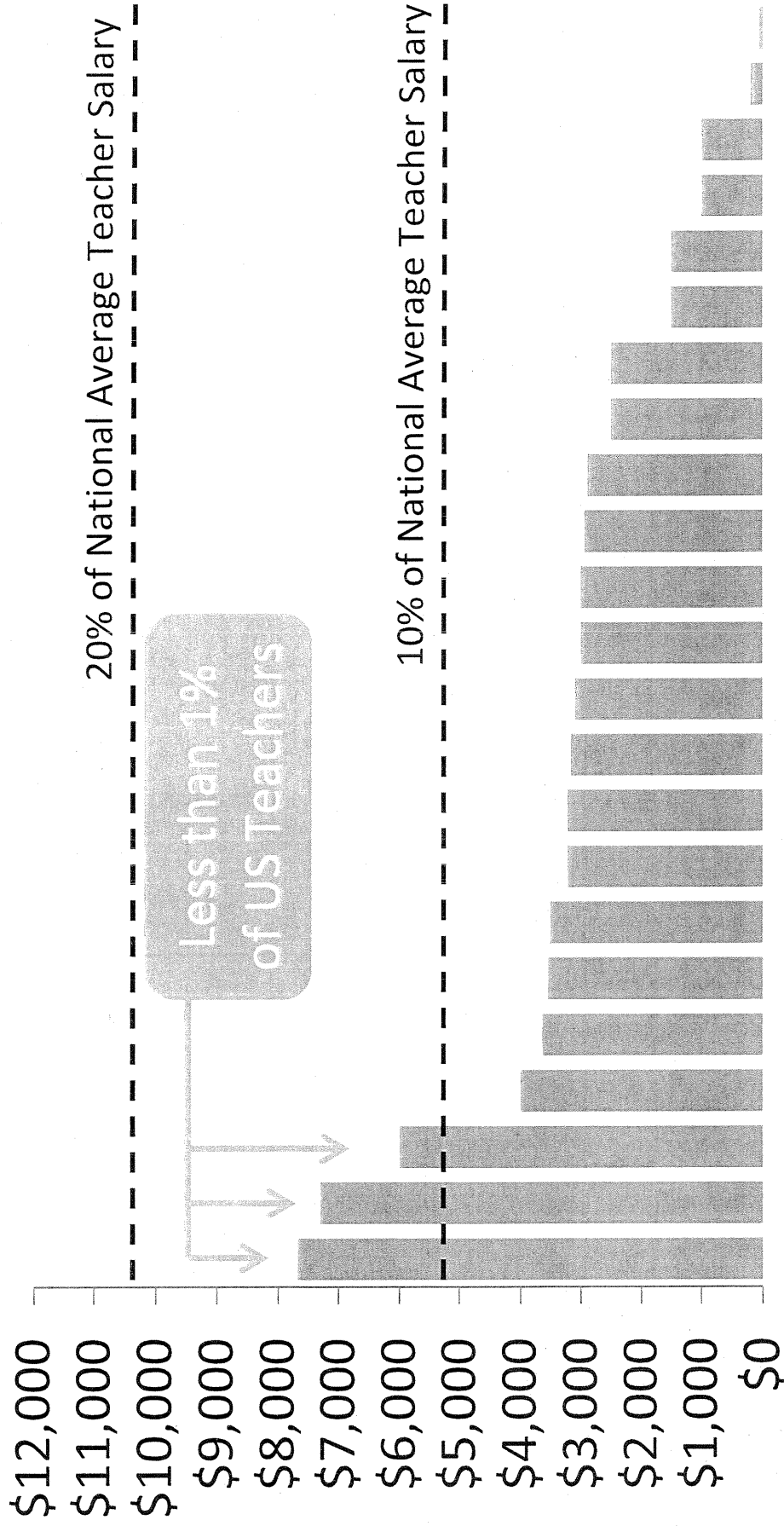
**States**



**Districts**

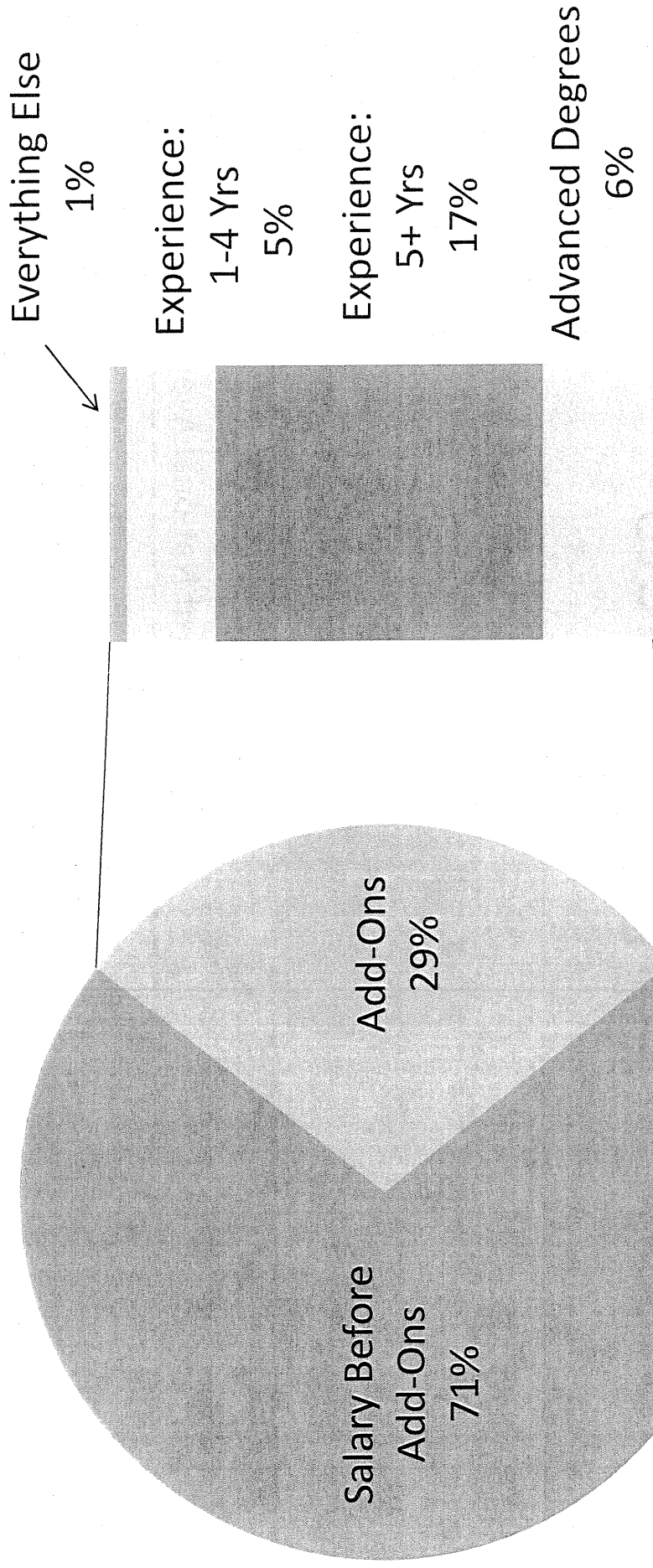


# Maximum Performance-Based Awards in Large Districts

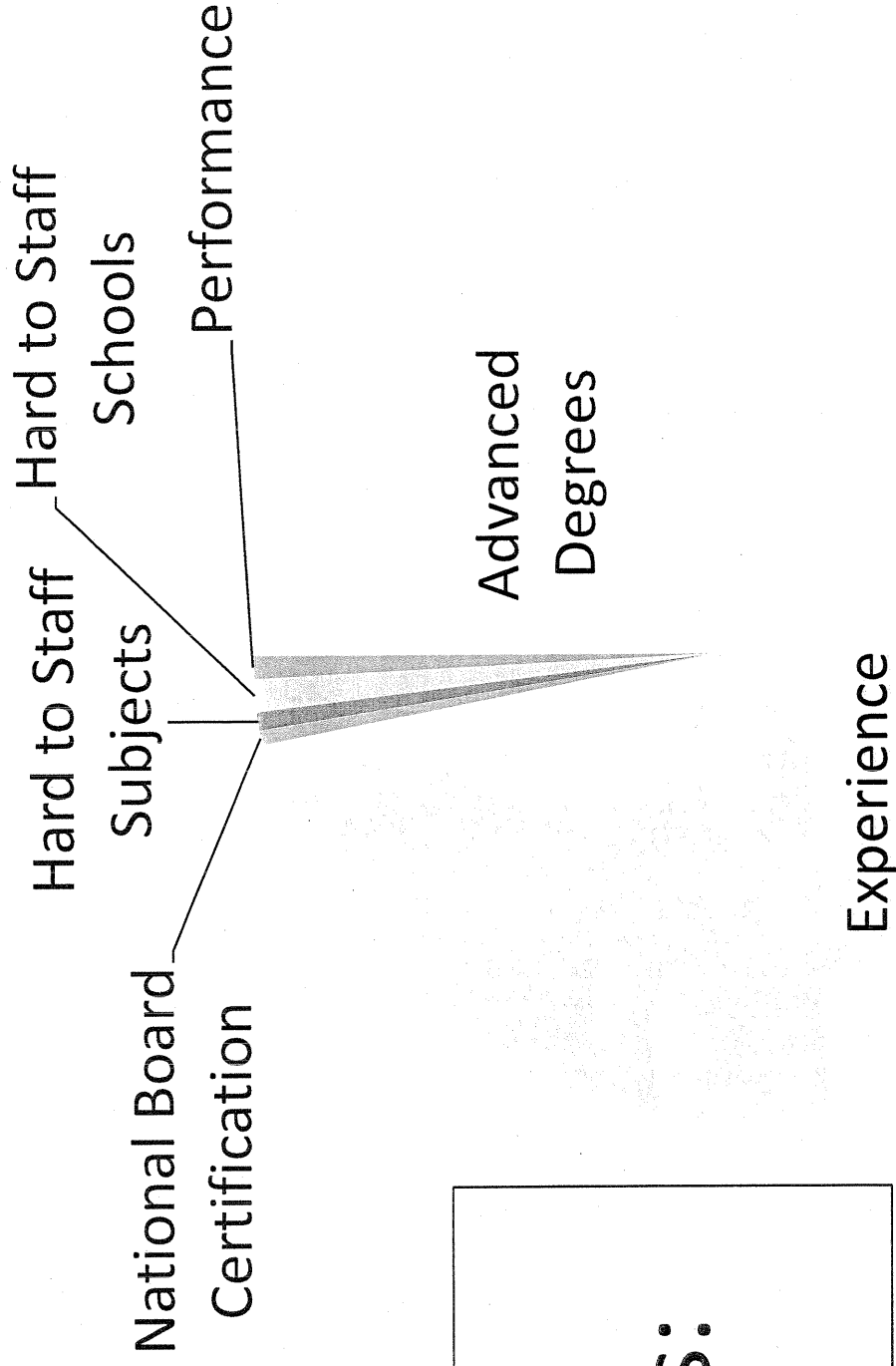


Source National Council on Teacher Quality, TR3 Database

# Performance Pay Remains a Trivial Part of Total Compensation



# Salary Add-Ons: Detail



# Re-Slicing the Pie: Small Changes

## If we wanted to...

- Give the top half of teachers performing bonuses averaging nearly \$3,000 with top bonuses of over \$6,000

## We could, by...

- Reducing post-5 year experience premiums by just 10%
- Reducing advanced degree premiums by just 20%



# Re-Slicing the Pie: Large Changes

## If we wanted to...

- Give top 50% of teachers performance bonuses averaging \$13,000 with the top teachers earning \$20,000 (or more)

## We could, by...

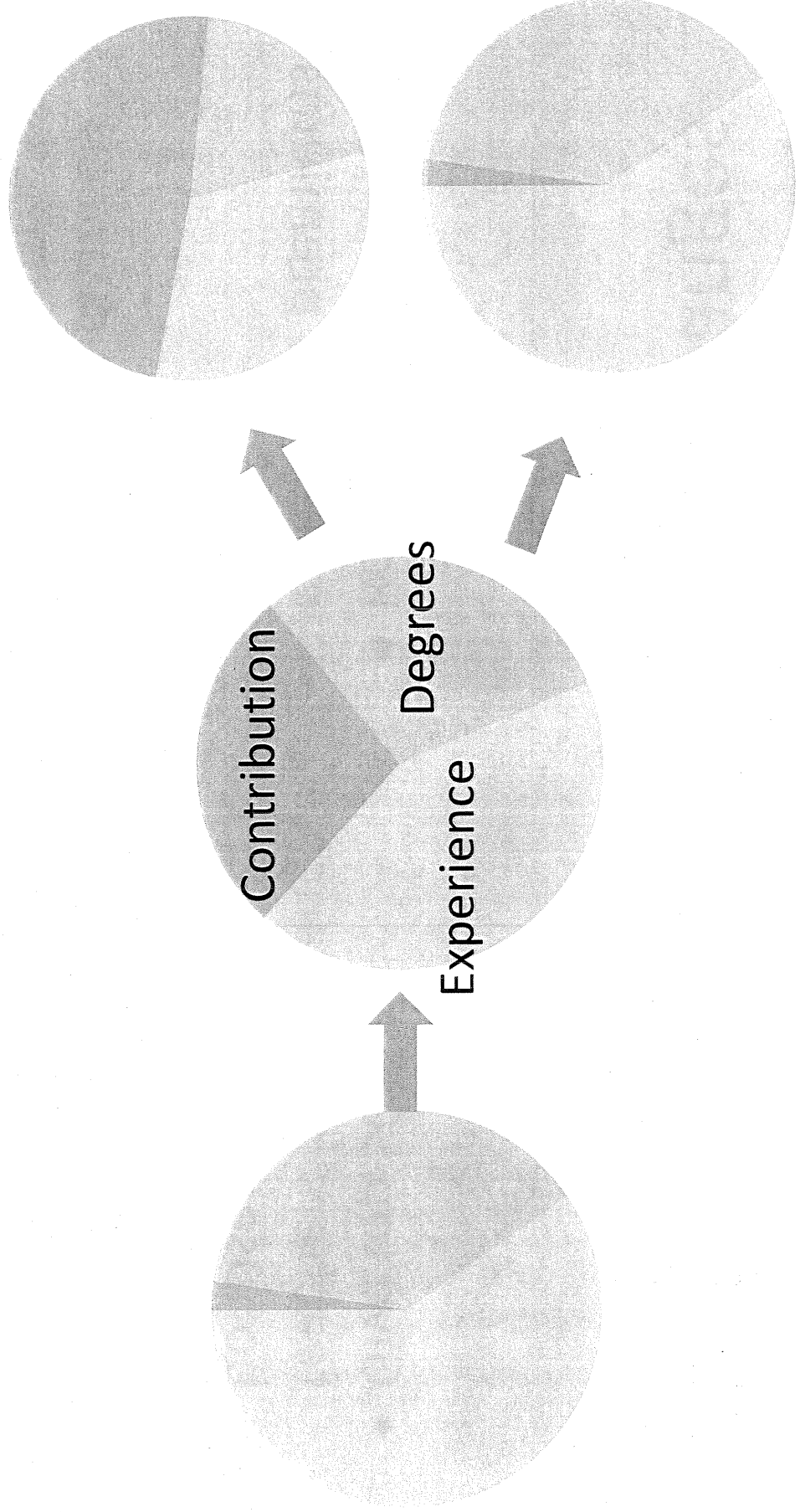
- Reducing post-5 year experience premiums by 50%
- Reducing advanced degree premiums by 80%

# Using TIF to Leverage Change

Before TIF

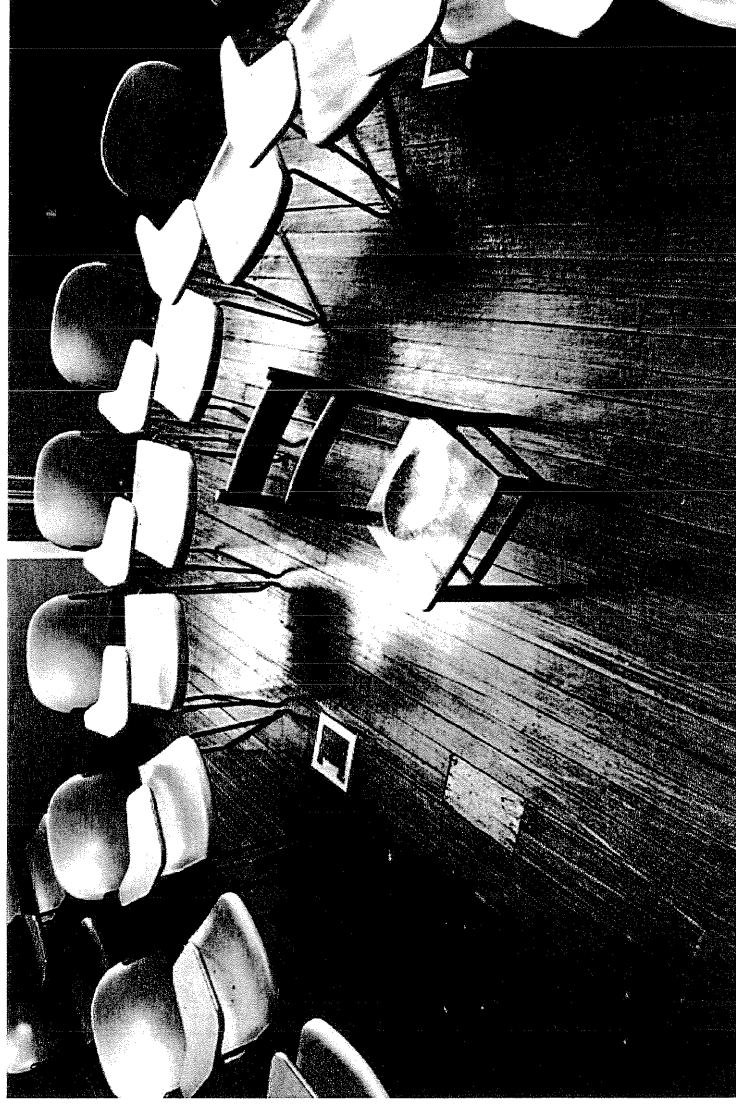
During TIF

After TIF



# Funding Pay for Performance

By extending the reach of high-performers



# PUBLIC IMPACT

[www.publicimpact.com](http://www.publicimpact.com)

Bryan Hassel

Co-Director

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Several people from Public Impact contributed to this presentation, including  
Emily Ayscue Hassel, lead author of the National Governors Association's

*Improving Teaching through Pay for Contribution,*

Julie Kowal, and Jacob Rosch.



### Cornerstones of Performance-Based Compensation

*First, performance-based compensation is a systemic reform.* It is miscast as a financial reform. It must be tied directly to the educational mission of a district by focusing on changing how a school system thinks and behaves in the areas of student learning and institutional culture.

*Second, it must be done with people, not to them.* Compensation changes that work to the benefit of students and teachers cannot be imposed from above or achieved by simply copying models from elsewhere. There must be trust and collaboration so that program designs and problems can be put on center stage and mid-course corrections can be made when implementing changes.

*Third, performance-based compensation must go beyond politics and finances to benefit students.* Both in planning and development, it has to focus on the range of factors that demonstrably affect results for students and support for teachers.

*Fourth, it must be organizationally sustainable.* From the classroom to the boardroom, the entire district must be aligned to support the initiative. This requires upgrading and aligning all key units of the district in support of the classrooms—curriculum and instruction, professional development, student achievement data, human resources and finance systems.

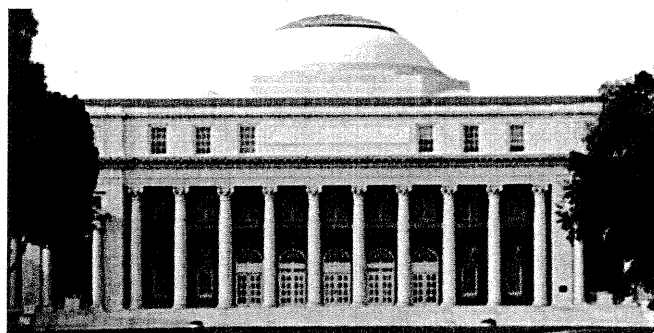
*Fifth, it must be financially sustainable.* It is essential to anticipate and plan on the front end of the initiative for the financing needed for long-term sustainability. This is a key to maintaining the engagement of both teachers and taxpayers.

*Sixth, a broad base of support is required within the district and community.* Buy-in from the district, particularly teachers, is needed for effective implementation. Support from the community is vital for generating additional resources.



NATIONAL CENTER ON  
Performance Incentives

*Research Brief*



# Value-Added and Other Methods for Measuring School Performance: An Analysis of Performance Measurement Strategies in Teacher Incentive Fund Proposals

February 2008

In “Value-Added and Other Methods for Measuring School Performance: An Analysis of Performance Measurement Strategies in Teacher Incentive Fund Proposals”—a paper presented at the February 2008 National Center on Performance Incentives research to policy conference—Robert Meyer and Michael Christian examine select performance-pay plans used by recipients of the federally funded Teacher Incentive Fund (TIF). The TIF program, funded by the U.S. Department of Education, provides competitive grants to local education agencies, charter schools, or state educational agencies for the development of performance-pay plans. TIF guidelines require that funds be used to (1) distribute bonus awards to educators based on student achievement results, (2) observe and evaluate teachers in the classroom, and (3) encourage teachers to assume additional responsibilities within their schools. Research literature often cites the challenges of designing performance pay programs, specifically, determining how to measure school, teacher, and student performance, and how to most fairly distribute bonus awards. This paper focuses specifically on the nature of value-added models used by TIF grantees to evaluate educator performance.

## Performance Measure Strategies in TIF Plans

Guidelines for the use of TIF funds provide substantial freedom for recipients to create performance-pay plans that best suit their specific needs. TIF grantees use a variety of approaches for determining the distribution of bonus awards to educators. Meyer and Christian focus on the performance measurement strategies used by 34 district recipients, which embody the following six strategies for measuring educators’ impact on student achievement.

- Value-added models — used by 17 districts
- Student gain models — used 2 districts
- Students’ movement across academic proficiency levels — used by 3 districts
- Students’ rates of proficiency or attainment — used by 5 districts
- A combination of student gains, movement across proficiency levels, or proficiency/attainment rates — used by 6 districts
- Students’ individual learning plans — used by 1 district

### *Value-Added Models*

In value-added models, a school's contribution to growth in student achievement is estimated. Other contributors to students' academic growth (e.g., family and student characteristics, prior achievement) are controlled for in order to isolate the school's effect. The assumption is that fair comparisons of student outcomes can then be made across multiple schools. Half the districts examined by Meyer and Christian use value-added models.

### *Student Gain Models*

The use of student gain models is similar to value-added, but is less complex, as it does not use statistical evidence to control for previous student achievement. In this model, gain is calculated as the difference between average student performance in one year and average student performance of the same students in a previous year. Its emphasis is on achievement from one year to the next. The gain model was used in only a few districts.

### *Movement Across Academic Proficiency Levels*

Three of the TIF districts base their bonus awards on changes in the proficiency levels of students from year to year. These proficiency levels might be defined as simply as "below proficient," "proficient," and "advanced," or as complex as a district deems necessary. Within this model, some districts use a point system to further differentiate degrees of performance. More points might be awarded for students who move through more levels or for students who have a greater need to advance in proficiency levels.

### *Rates of Academic Proficiency or Attainment*

Proficiency rates evaluate the percentage of students scoring above a minimum proficiency threshold. Attainment simply looks at the average scores of students either in a school or in the classroom. This model, used by five TIF districts, does not consider

past performance in evaluating students' current performance.

### *Other Models for Measuring Student Performance*

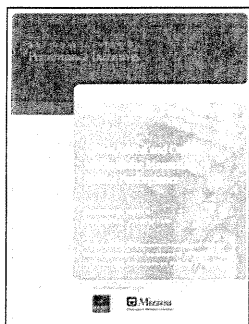
Some districts use several approaches to determine educators' contribution to student achievement. These hybrid models use some combination of gain models, movement across proficiency levels, and proficiency or attainment rates. One district uses individual achievement plans for students, resulting in bonus awards for teachers whose students meet the goals outlined in their plans.

### **Conclusions**

Though many of the TIF grantees use some form of a value-added model, smaller school districts are more likely to use less sophisticated approaches in their proposed performance pay plans. Some performance measurement strategies, such as the use of proficiency or attainment rates, noticeably deviate from the value-added model. Meyer and Christian argue that any approach that considers past student achievement in its analysis of current achievement is preferable over an attainment model. They also point out a weakness that can easily arise when using movement across proficiency levels: If students do not cross a proficiency threshold, their gains may not be counted, even if they have made improvements.

The authors discuss several benefits to using a value-added model. Primarily, it can be designed and customized to meet the needs of a district and can minimize, if not remove, many of the problems or biases that arise with use of other performance measurement strategies. Smaller districts often do not have the technical capacity to build and administer a value-added model, which likely explains their propensity to use less sophisticated strategies when measuring student performance. Meyer and Christian suggest that the use of more advanced strategies might be feasible for small districts if they work in concert with other districts to create a value-added system that serves multiple districts.





This research brief describes work published by the National Center on Performance Incentives in "Value-Added and Other Methods for Measuring School Performance: An Analysis of Performance Measurement Strategies in Teacher Incentive Fund Proposals" by Robert H. Meyer and Michael S. Christian, Working Paper 2008-17. The National Center on Performance Incentives is a research and development center funded in part by the United States Department of Education's Institute of Education Sciences (R305A06034). The views expressed in this research brief do not necessarily reflect those of the sponsoring agencies.

The National Center on Performance Incentives is led by Peabody College of Vanderbilt University in partnership with the RAND Corporation and the University of Missouri-Columbia.



# Maine's *Educator Quality & Effectiveness* Survey 2009 – 2010

**Program Authority:** American Recovery and Reinvestment Act of 2009, Division A, Title XIV – State Fiscal Stabilization Fund, Public L. No. 111-5.

*The following is the **final** list of descriptors and indicators required by USED in the State Fiscal Stabilization Fund Phase II Application for "Assurance A" **as of November 9, 2009.***

(a) Achieving equity in teacher distribution. A State must collect and publicly report data and other information on the extent to which students in high- and low-poverty schools in the State have access to highly qualified teachers; steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers; on how teacher and principal performance is evaluated; and the distribution of performance evaluation ratings or levels among teachers and principals. Specifically, a State must—

Indicator (a)(1). Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA);

Indicator (a)(2). Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA);

Descriptor (a)(1). Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal;

Indicator (a)(3). Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion;

Indicator (a)(4). Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level;

Indicator (a)(5). Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA;

Descriptor (a)(2). Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal;

Indicator (a)(6). Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion; and

Indicator (a)(7). Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

## Maine's Educator Quality & Effectiveness Survey 2009 – 2010

This MEDMS online data survey collects “BASELINE DATA” for needs assessment and strategic planning purposes, not for online posting. The State of Maine Department of Education will be required to collect this data again, prior to September 30, 2011 in order to meet “Assurance (a)” of the State Fiscal Stabilization Fund and post the collected data online. We welcome your input on how to improve this data collection instrument and its use. Thank you for completing this survey as accurately as is possible.

### Descriptor (a) (1)

Please briefly describe the system(s) used by your School Administrative Unit (“SAU” may be SAD, RSU, AOS, or Union) to evaluate its **teachers** and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal (i.e. the Charlotte Danielson “Components of Professional Practice”, and how it is used in your LEA). Thank you.

(Text box required for description)

### Indicator (a) (3)

Please indicate, for your SAU, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion

- ☐ **Yes**, our **teacher** evaluation system DOES include student achievement outcomes as an evaluation criterion.
- ☐ **No**, our **teacher** evaluation system DOES NOT include student achievement outcomes as an evaluation criterion.

### Indicator (a) (4)

If your teachers receive performance “ratings or levels” through an evaluation system, please provide the number and percentage (including numerator and denominator) of **teachers** rated at each performance rating or level (Insert rating or performance level, i.e. “1” through “4”, or “unsatisfactory” through “Distinguished”. Please leave rows empty or add extra rows as needed.)

- ☐ **N/A**, our teachers do not receive performance ratings or levels through the evaluation system.

Name of Rating or Performance Level	Number of <b>Teachers</b> at this Level in SAU (“Numerator”)	Number of <b>Teachers</b> Being Evaluated by System in SAU (“Denominator”)	Percentage of <b>Teachers</b> at this Level in SAU (automatically calculated)

### Indicator (a) (5)

Please indicate, for your SAU, whether the information provided in the previous question is publicly reported for each school in the SAU.

- ☐ **Yes**, our **teacher** evaluation performance “ratings or levels” are publicly reported for each school in the SAU.
- ☐ **No**, our **teacher** evaluation performance “ratings or levels” are NOT publicly reported for each school in the SAU.

# Maine's *Educator Quality & Effectiveness* Survey 2009 – 2010

- ☐ N/A, our **teachers** do not receive performance “ratings or levels” through the evaluation system.

## **Descriptor (a) (2)**

Please briefly describe the system(s) used by your School Administrative Unit (“SAU” may be SAD, RSU, AOS or Union) to evaluate the performance of **principals** and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal (i.e. ISLLC 2008 “Performance Indicators for Educational Leaders” and how it is used in your SAU). Thank you.

*(Text box required for description)*

## **Indicator (a) (6)**

Please indicate, for your SAU, whether the systems used to evaluate the performance of **principals**, include student achievement outcomes or student growth data as an evaluation criterion.

- ☐ **Yes**, our **principal** evaluation system DOES include student achievement outcomes as an evaluation criterion.
- ☐ **No**, our **principal** evaluation system DOES NOT include student achievement outcomes as an evaluation criterion.

## **Indicator (a) (6)**

If your **principals** receive performance “ratings or levels” through an evaluation system, please provide the number and percentage (including numerator and denominator) of **principals** rated at each performance rating or level. *(Insert rating or performance level, i.e. “1” through “4”, or “unsatisfactory” through “Distinguished”. Please leave rows empty or add extra rows as needed.)*

- ☐ N/A, our principals do not receive performance ratings or levels through the evaluation system.

Name of Rating or Performance Level	Number of <b>Principals</b> at this Level in SAU (“Numerator”)	Number of <b>Principals</b> Being Evaluated by System in SAU (“Denominator”)	Percentage of <b>Principals</b> at this Level in SAU (automatically calculated)

Thank you for completing this survey.

If you have questions about how to answer any of these questions contact Daniel Conley at [dan.conley@maine.gov](mailto:dan.conley@maine.gov), or call (207) 624-6639.

For technical help with this survey contact the MEDMS HELP Desk at (207) 624-6896.



## Maine's Initial Teacher Certification Standards - Quick Reference

<p><b>1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students. Mastery of this standard can be demonstrated by the ability to:</b></p> <ol style="list-style-type: none"> <li>Use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior learning.</li> <li>Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways.</li> <li>Engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.</li> <li>Model the use of the tools of each discipline and creates opportunities for students to practice the use of these tools.</li> <li>Incorporate knowledge of students' experiences in the planning, execution, and evaluation of learning experiences.</li> <li>Explain important principles and concepts delineated within their discipline and link them with professional State and unit standards.</li> </ol>	<p><b>2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines. Mastery of this standard can be demonstrated by the ability to:</b></p> <ol style="list-style-type: none"> <li>Create learning experiences in which students are required to construct knowledge and test hypotheses using the methods of inquiry and standards of evidence of multiple disciplines.</li> <li>Encourage students to recognize and respect the interdependence of all knowledge and ideas by combining and integrating knowledge of different disciplines.</li> <li>Pursue and acquire material and human resources in various disciplines for classroom use.</li> </ol>	<p><b>3. Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development. Candidate performance demonstrating the following capabilities informs this standard. Mastery of this standard can be demonstrated by the ability to:</b></p> <ol style="list-style-type: none"> <li>Discern individual, student and group differences (e.g., intellectual, cultural, social).</li> <li>Support individual student's physical, social, emotional, cognitive, and moral development.</li> <li>Observe how students learn and thus ascertain different learning styles.</li> <li>Identify when and how to access appropriate services or resources to meet learners' needs.</li> <li>Identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs.</li> <li>Make appropriate provisions and adaptations for individual students who have particular learning differences or needs.</li> <li>Understand and make connections to students' experiences and backgrounds in planning and implementing curriculum.</li> <li>Demonstrate understanding of and sensitivity to issues of diversity and equity during the design and assessment of instruction.</li> </ol>
<p><b>4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals. Mastery of this standard can be demonstrated by the ability to:</b></p> <ol style="list-style-type: none"> <li>Plan for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.</li> <li>Develop daily, weekly, and long range lesson plans that are linked to student needs and performance and adapt them to ensure and capitalize on student progress and motivation.</li> <li>Demonstrate originality in lesson development within the parameters of the existing school curriculum.</li> <li>Articulate lesson goals and provide educationally and ethically defensible rationales for those goals.</li> <li>Plan collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.</li> </ol>	<p><b>5. Understands and uses a variety of instructional strategies and appropriate technologies. Mastery of this standard can be demonstrated by the ability to:</b></p> <ol style="list-style-type: none"> <li>Choose effective teaching strategies and materials to meet different learning goals and student needs.</li> <li>Use multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.</li> <li>Monitor and adjust strategies in response to learner feedback.</li> <li>Vary her or his role in the instructional process depending on the content, purposes, and student needs.</li> <li>Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and providing diverse perspectives to encourage critical thinking.</li> </ol>	<p><b>( 5 continued )</b></p> <ol style="list-style-type: none"> <li>Employ a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.</li> <li>Regularly and purposefully integrate technology into pedagogical practice in order to more effectively support teaching and learning for all students.</li> <li>Provide students with strategies for evaluating the content encountered via technology (e.g., Internet, listservs).</li> </ol>

<p><b>6. Creates and maintains a classroom environment which supports and encourages learning. Mastery of this standard can be demonstrated by the ability to:</b></p> <ol style="list-style-type: none"> <li>Create a comfortable, well-organized physical environment.</li> <li>Establish a classroom climate of openness, mutual respect, support, and inquiry.</li> <li>Work with students to manage their own behaviors and assume responsibility for their own learning.</li> <li>Use principles of effective classroom organization.</li> <li>Use a variety of strategies to address individual learners' needs in order to increase student performance.</li> <li>Create an environment in which students work both cooperatively and independently.</li> </ol>	<p><b>7. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community. Mastery of this standard can be demonstrated by the ability to:</b></p> <ol style="list-style-type: none"> <li>Advocate for students while respecting their privacy and rights to confidentiality.</li> <li>Identify strategies to link school, home, and community to enhance student performance and well-being.</li> <li>Describe ways to develop partnerships with parents and guardians in support of students' learning and well-being.</li> <li>Work with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well-being.</li> </ol>	<p><b>8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. Mastery of this standard can be demonstrated by the ability to:</b></p> <ol style="list-style-type: none"> <li>Describe the purposes of assessment.</li> <li>Use a variety of formal and informal strategies to assess student outcomes.</li> <li>Match assessment strategies and instruments to Learning Results and program objectives.</li> <li>Use concepts of reliability, validity, and generalizability to design and improve high quality assessments.</li> <li>Employ a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness.</li> <li>Use assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.</li> <li>Communicate responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.</li> <li>Involve learners in self-assessment and goal setting for learning.</li> <li>Document learning using a variety of methods such as portfolios, school records, and other long term indices of the multiple abilities of students.</li> </ol>
<p><b>9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher. Mastery of this standard can be demonstrated by the ability to:</b></p> <ol style="list-style-type: none"> <li>Treat others with respect, and honor the dignity of all people.</li> <li>Maintain confidentiality, as legally and ethically appropriate concerning all dealings with students, parents, teachers, and school personnel.</li> <li>Adhere to a code of ethics that demonstrates an understanding of students' and teachers' rights and responsibilities.</li> <li>Demonstrate knowledge of legal responsibility..</li> <li>Comply with all school policies including health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.</li> <li>Adhere to affirmative action policies pertaining to school and classroom settings; interact with all students in an equitable manner. He/she does not discriminate in employment, housing, or access to public accommodations on account of race, color, sex, physical or mental disability, religion, sexual orientation, ancestry or national origin; and, in employment, does not discriminate on account of age or because of the previous assertion of a claim or right under former Title 39 or Title 39-A; and, in education, does not discriminate on account of sex, or physical or mental disability.</li> </ol>	<p><i>(9 continued)</i></p> <ol style="list-style-type: none"> <li>Understand how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g., dietary restrictions, fasting, mandatory observance or non-observance of holidays, activities which are forbidden, expectations regarding gender relations, issues of deference); take religious and cultural diversity into account when planning and implementing lessons and activities.</li> <li>Understand the meaning of sexual harassment and how it impacts students and staff, and assist students in understanding the meaning of sexual harassment, how to avoid harassing others, and what to do if they feel harassed.</li> <li>Document incidents which may have legal or ethical implications.</li> <li>Understand the processes to obtain and maintain professional certification/licensure.</li> <li>Recognize and demonstrate appropriate use of language in the classroom (i.e., avoids profanity, name-calling, racial slurs, etc.)</li> </ol>	<p><b>10. Demonstrates a strong professional ethic and a desire to contribute to the education profession. Mastery of this standard can be demonstrated by the ability to:</b></p> <ol style="list-style-type: none"> <li>Be an active, contributing member of work teams and committees.</li> <li>Participate in staff development opportunities and training sessions and apply information and strategies gained as a result of those experiences to his/her own teaching.</li> <li>Utilize information gained from reading professional journals.</li> <li>Apply information gathered during attendance at professional conferences.</li> <li>Develop associations with organizations dedicated to learning.</li> <li>Reflect upon and strengthen his/her teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.</li> <li>Stay abreast of and employ new teaching strategies and technologies.</li> <li>Develop and implement a personal development plan to enhance his/her professional growth.</li> <li>Maintain a professional demeanor and recognize the teacher's role as a model for students.</li> <li>Work with colleagues to achieve school and district goals and to address problems in the school.</li> </ol>





[Standards](#) > [The Five Core Propositions](#)

## The Five Core Propositions

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released **A Nation Prepared: Teachers for the 21st Century**. Shortly after its release, NBPTS issued its first policy statement: What Teachers Should Know and Be Able to Do (PDF - 104kb).

This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

### 1 Proposition 1: Teachers are Committed to Students and Their Learning

- ✦ NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- ✦ They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- ✦ NBCTs understand how students develop and learn.
- ✦ They respect the cultural and family differences students bring to their classroom.
- ✦ They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- ✦ NBCTs are also concerned with the development of character and civic responsibility.

### 2 Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- ✦ NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- ✦ They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- ✦ They are able to use diverse instructional strategies to teach for understanding.

### 3 Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- ✦ NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- ✦ They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- ✦ NBCTs know how to assess the progress of individual students as well as the class as a whole.
- ✦ They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

### 4 Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- ✦ NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.

- ❖ They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- ❖ They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.



**Proposition 5: Teachers are Members of Learning Communities.**

- ❖ NBCTs collaborate with others to improve student learning.
- ❖ They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- ❖ They work with other professionals on instructional policy, curriculum development and staff development.
- ❖ They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- ❖ They know how to work collaboratively with parents to engage them productively in the work of the school.